

Course Syllabus
LI 804XU
Organization of Information
6/4-5; 7/16-17 & Internet

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Office Hours:	By appointment, and one hour before Face-to-Face classes.
Online Course Login:	https://elearning.emporia.edu
Credit Hours:	3.0
Note:	Course Syllabus May Change
Important info from ESU:	Fall '09-Spring '10 Syllabus Attachment

Course Description: This course provides an introduction to the individual, social, and institutional perspectives of organizing information. Students examine the assumptions, practices and issues of commonly used classification systems in all types of environments, with an emphasis on the practices of cataloging and indexing.

Course Outcomes: Upon completion of this course, the student will be able to:

- Relate understandings gained in LI801 and LI802 about how people think about and process information
- Explain and provide examples of systems that groups of people have developed to make sense of collections of information.
- Explain how theories of organization can be applied to the design of information retrieval systems
- Discuss basic principles related to the practices of cataloging and indexing
- Begin to think about relationships between information packages and collections, and theories and practices of organization of information in various environments

General Suggestion: Because the Summer Semester is condensed reviewing the syllabus and assigned readings early are big factors in being prepared to have a successful learning experience. Read for general familiarity and be prepared to discuss each article in class. Students will be called upon randomly to brief the class on reading assignments throughout the course.

Required Textbook:

Taylor, Arlene G. (2004). *Organization of Information*, Libraries Unlimited (Westport CT), 2nd ed. **OR** 3rd ed. Taylor & Joudrey (2008).

Required Readings

Must be read by the June 4, 2010:

Buckland, M. (1991). Information-as-thing. *JASIS (Journal of American Society for Information Science)*, 42(5): 351-360.

Buckland, M. (1999). Vocabulary as a central concept in library and information science. In: *Digital Libraries: Interdisciplinary Concepts, Challenges, and Opportunities. Proceedings of the Third International Conference on Conceptions of Library and Information Science (CoLIS3), Dubrovnik, Croatia, 23-26 May*, pp 3-12. Available at: <http://www.sims.berkeley.edu/~buckland/colisvoc.htm>

Hitt, Jack. "The theory of supermarkets: To comprehend the Super Stop and Shop, first know how well the Super Shop and Stop comprehends you." *New York Times Magazine* Mar. 10, 1996: 56-61, 94, 98

Lakoff, G. (1987). The importance of categorization. In *Women, Fire, and Dangerous Things*. Chicago : University of Chicago Press, pp. 5-11.

Lynch, C. (2005). Where do we go from here? The next decade for digital libraries. *D-Lib Magazine*, 11(7/8). Available at : <http://www.dlib.org/dlib/july05/lynch/07lynch.html>

Mai, J.-E. (2004). Classification of the web: Challenges and inquiries. *Knowledge Organization* 31(2), 92-97

Olson, Hope A. (2001). Sameness and difference: A cultural foundation of classification. *LRTS*, 45(3): 115-122.

Rethlefsen, M. (2007, September 15). Tags help make libraries del.icio.us. *Library Journal*, 132(15), 26-28.

Readings that must be read by the second face-to-face weekend:

Chan, Lois Mai and Hodges, Theodora. (2000). Entering the Millennium: a new century for LCSH. *Cataloging & Classification Quarterly*, 29(1/2), 225-234.

Peterson, E. (April 2008). Parallel systems: the coexistence of subject cataloging and folksonomy. *Library Philosophy and Practice*.

Library of Congress. (2004). *Understanding MARC Bibliographic. (Part I-VI)*. Available at: <http://www.loc.gov/marc/umb/>

Library of Congress. (2004). *Understanding MARC Authority Records: Machine readable cataloging (Parts IV-V)*. Available at: <http://www.loc.gov/marc/uma/>

Mills, J. (2004, Winter). Faceted classification and logical division in information

retrieval. *Library Trends*, 52(3), 541-570.

Spiteri, Louise (2010). Incorporating Facets into Social Tagging Applications: An Analysis of Current Trends, *Cataloging & Classification Quarterly* 48(1) (1, 2010): 94-109.

Recommended Readings

Turner, Amy. (2010) OCLC WorldCat as a Cooperative Catalog, *Cataloging & Classification Quarterly* 48,(2), 271-278.

Sellberg, Roxanne. (2002). Cooperative Cataloging in a Post-OPAC World, *Cataloging & Classification Quarterly* 48(2), 237-246.

Hudon, Michelle. (Jan. 2010). Teaching Classification, 1990-2010, *Cataloging & Classification Quarterly* 48(1), 64-82.

Course Assignments and Activities

Annotated Bibliography: 40% (due one week before the end of summer term)

Each individual student will prepare an annotated bibliography. Full assignment details will be posted under Annotated Bibliography Assignment in the course documents section of blackboard.

General notes:

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| <ul style="list-style-type: none">• Your Bibliography subject must be approved by instructor by June 4, 2010.• Your writing level and style should reflect your professional status as graduate students.• The bibliography concerning some aspect of organization of information is to be comprehensive and must conform to the APA style manual (you may use Zotero, Endnote, or other citation manager software).• An annotation must accompany each citation.• You will be preparing a critical, rather than a descriptive annotation for each source. | <p>In order to receive all points for this assignment,</p> <ul style="list-style-type: none">• the format must conform to APA style,• the bibliography must be comprehensive in scope, the sources must be varied (books, articles, websites, etc.),• the annotations must conform to the style recommended by the instructor,• the bibliography must take the form of a cohesive work.• References to About.com, Wikipedia, and similar sites are not permitted, unless they are used in an illustrative manner. |
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Face-to-Face Group Assignments and readings: 15%

Throughout class you will be given opportunities to apply theories of information organization to a card sorting activity, and by providing subject analysis and identifying adequate access points for a series of small collections. These activities, your personal

level of involvement, and your comprehension of the material in the readings will make up this aspect of your grade.

Group Presentation: 30%

The purpose of this assignment is to research and present information on a specific area or issues in organization of information. Groups will be teaching the class, so make your presentations clear and understandable. Conduct your own research on your assigned topic. Make use of the group features in blackboard to plan your presentation and to work out logistics with your fellow group members.

- Presentations will be posted to blackboard after they have been presented.
- Include each of the following points:
- Define and describe your topic: What is it? How is it constructed? What is it based on?
- History: Who developed it? When? Why? How? Where?
- Uses: How is it used? Who uses it? How COULD it be used?
- Evaluation: What do you think about the tool? Is it effective? Would you change anything?
- Additional information: Is there anything else that class members should know about this topic?
- Prepare a handout for the class that includes an outline of key points and a list of at least 5 resources for all students (hand out before your presentation).
- Be creative in your approach. Feel free to integrate examples into your presentation when appropriate.

Topics for group presentations will be selected randomly from this list:

- Library of Congress Subject Headings (LCSH)
- Sears Subject Headings
- Medical Subject Headings (MeSH)
- Journal article indexing
- Encoded Archival Description and Describing Archives a Content Standard
- Machine Readable Cataloging (MARC) 21
- SGML
- XML
- Text Encoding Initiative (TEI)
- Visual Resources Association (VRA) Core Categories
- International Standard Bibliographic Description (ISBD) AND the Anglo-American Cataloging Rules
- Dublin Core
- RDA: Resource Description Access
- Dewey Decimal Classification (DDC)
- Library of Congress Classification (LCC)
- NLM Classification
- Universal Decimal Classification (UDC)
- Faceted Classification for print and online sources
- Superintendent of Documents Classification (SuDoc)
- The semantic web

Online Discussion and Interaction: 15% As this is a two face-to-Face and Internet blended course substantial online participation is required. Students are required to check

into the blackboard discussion forums weekly and post one original posting and to comment on two other student's postings. We are going for quality of thought not quantity. One four to five sentence long paragraph per posting will be adequate.

What you must do before the first face-to-face class:

1. No sooner than one week before the class please visit a grocery store that you don't usually go to. Note the arrangement of items. Are items stocked in more than one place? Are they placed in logical places? Note where the following are located: Molasses, whole-wheat bread, pepperoni, and baby wipes. Time how long it takes to find each item. Be prepared to discuss your experience in class.
2. Read the first weekend readings as noted above.
3. Check in with blackboard on a daily basis.

Things you must bring with you to the first face-to-face class:

1. Five of your favorite recipes. E-mail them to the professor as well as bringing them printed/written on index cards. We will be compiling a cookbook to learn about organizing information, classification, subject access, indexing, etc.
2. Five childhood photographs (can be of you or your own children if you have them) the photographs need to be unframed and only bring copies that you don't mind being handled. Keep them G-rated please. We will use your pictures to examine the issues with organizing and providing access to photograph collections. You will take the photographs back with you.
3. *A positive attitude.*

Tentative lecture schedule

June 4-5 Face-to-face

1. Overview: Why do we organize? What do we organize? What are the social and cultural implications of classification of information?
2. How did the development of the organization of recorded information in western civilization progress?
3. How is information organized in different environments and contexts?
4. What are the key concepts and terms (information, documents and bibliographic control) and how are they utilized in the context of organizing information?
5. What are files and records?
6. What is meant by creation of, arrangement of, and access to records?
7. What are the issues involved in organizing information as they relate to systems and systems design?

Online between the two face-to-face weekends

1. What do we mean by and how do we create information containers?
2. What do we mean by "aboutness" and "same and different" when we create

- records (containers)?
3. What are the types of metadata and how are they managed?
 4. What are the issues metadata focuses on (attempt to control)?
 5. What are the issues involved in organizing information as they relate to systems and systems design?

July 16-17 Face-to-face

1. Metadata in everyday life
2. The future of information organization
3. Presentations
4. wrapping up

Please note that this syllabus is largely based on the LI804 course syllabus designed by Dr. Lynn Chase with many thanks.

SLIM Attendance Policy

Students must attend all face-to-face classes.

SLIM Grading Policy

All graduate courses included in the SLIM MLS and doctoral programs' required curricula or their approved substitutions must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM's required classes, then the student will be placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses.

When a student has been placed on academic probation, an administrative hold will be placed on the student's record to block future enrollment. The administrative hold can only be released by the student's academic advisor or by the SLIM dean or director of program administration. Before enrollment can be done, the student is required to meet with the student's academic advisor with the goal of developing an academic improvement plan.

If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation for two semesters, then the student's academic progress will be reviewed in light of the academic improvement plan by the student's program director, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM's graduate program. This policy goes into effect fall 2009 semester. This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program. It will also apply to all those who have passed into MLS or doctoral degree

candidacy.

SLIM Incomplete Grading Policy

SLIM's Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: <http://www.emporia.edu/grad/docs/policyhandbook2.pdf>).

SLIM's Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean's office before the final grade change is made.

If a SLIM student's request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then **an administrative hold will be placed on the student's record to block future enrollment until** all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar's Office.

Faculty-Initiated Student Withdrawal Procedure

Students should be aware that your instructor follows the university's policy of faculty-initiated student withdrawal. It reads as follows: "If a student's absences from class or disruptive behavior become detrimental to the student's progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. [*Policy and Procedures Manual 43.11*]"

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question

and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
211 S Morse Hall
Emporia State University
1200 Commercial Street / Box 23
Emporia, KS 66801
Phone : 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu

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